Principal’s foreword

Introduction

Welcome to the 2011 School Annual Report for Benaraby State School. Benaraby State School is committed to providing high quality education and aspires to make a positive difference in the lives of all of our students. This report will inform our community of our achievements and highlights in 2011 such as our 125th Celebrations, our participation and accomplishments in the Wakakiri Creative Dance competition in Mackay, our Annual Country Fair and other community events held throughout the year. Copies of the School Annual Report will be made available on the school website and copies are available from the school office.

School progress towards its goals in 2011

The school operational goals for 2011 were to:

- Improve achievement in English, Maths and Science for every child. We have formalised our standardised testing and benchmark documentation and every student has explicit goals that both the teachers and the students deem obtainable.
- Improve reading and numeracy results in NAPLAN. We have begun work on a whole school reading framework that enables every teacher to focus on what they need to be teaching in reading (including comprehension, phonological awareness and vocabulary.) We purchased Cams and Stams programs to assist with teaching number concepts to students.
- Continue to provide opportunities to build the capacity of teachers and staff through various professional development opportunities and staff meetings, including working with other small schools in the area.
- Educate the school community members on our curriculum, teaching strategies and pedagogy through holding parent information sessions regarding the day to day operations of the classroom and preparing the parental community for the changes with National Curriculum through workshops and information in newsletters.
- Strengthen positive partnerships between the school and community through the schools participation in the Wakakiri Story Telling and Dance Competition in Mackay, the Annual Country Fair and our 125th Celebrations.
- Continue to embed programs which support the social and emotional well-being of the school community, through the continuation of our Positive School Behaviour system.

Future outlook

The future for Benaraby State School continues to look bright. Our goals for 2012 are to:

- Improve our reading data.
- Implement the National Curriculum – English, Mathematics and Science.
- Implement our Whole-School Curriculum, Assessment and Reporting Plan.
- Improve our pedagogical practice.
- Effectively use our student data to inform our teaching.
- Improve the ‘whole-school’ experience for Benaraby SS students.
School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>57</td>
<td>50</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Benaraby State School has been the centre of the Benaraby community for 125 years. Despite this, Benaraby is a ‘young’ community with housing developments springing up in the area and people moving to the area for a ‘tree’ change. About 25 students travel by bus from the near-by suburbs of Wurdong Heights and Awoonga Dam Road. The majority of students live within walking distance of the school and utilise paths and bikeways to travel to and from school. A small number of students travel from the nearby coastal township of Boyne Island.

Our students are friendly and caring towards one another. A number of cultural backgrounds are represented in our school community; however, the majority of our students are of Australian origins. Employment is strong among Benaraby families, with a balance between single and double income families.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>17.1</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>20.1</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Rich and engaging units of work catering to the diverse learning styles and interests of the students.
Learning support and intervention for students not reaching literacy and numeracy benchmarks.
Perceptual motor program for students in the Early Phase of Learning.
Oral Language early years program for Prep students.
Gifted and Talented Opportunities.
Maths Olympiads.
Wakakirri Story Telling and Illustrations.
School Chaplain Program including Kids Club.
Structured home reading program.
Year 7/8 Transition program.
Active student leadership and involvement in the school operations – student leaders, student council, buddy program, dance club, sports equipment.
Positive Behaviour School – staff explicitly teach expected behaviour across all year levels.

Extra curricula activities

Wakakirri Dance through Story Telling.
Inter-school soccer (girls and boys) competition.
Instrumental Music Program.
School choir and recorder band.
Dance club for younger students.
Inter-school netball (girls) competition.
ANZAC Day Commemorative Service.
Under 8’s Celebrations.
International Competition and Assessment for Schools.
Six-a-side Soccer Carnival.
Five-a-side Touch Football Carnival.
Cross Country and Athletics Trials.
End of term celebration events including Easter Hat Parade and End of Year Concert.
Christmas Concert and Carols
Camping program from year 4.
Student Council events and fundraising for charity.
Awards Night and Year 7 ‘Big Day Out.’
Various cultural excursions throughout the year.
Arts Council.
Science Show.
How Information and Communication Technologies are used to assist learning

Students in all year levels, including Prep, are afforded weekly tuition in the use of computers. Students use their Information and Communication Technology skills as part of their studies in the key learning areas to:

- Research information from the internet,
- Gather data, including digital images,
- Prepare and present information using generic software applications including Microsoft Word, PowerPoint and Publisher,
- Share information using email,
- Staff use computers and peripherals to plan and prepare student work, enhance lessons and record and report student progress,
- Interactive whiteboards are used extensively to maximise learning opportunities for students.

Social climate

Benaraby State School enjoys a reputation as being a friendly, family-orientated welcoming school. We strive to provide:

- A consistent school-wide positive behaviour support program where students in all year levels are explicitly taught expected behaviours.
- Celebrations of student achievements through weekly awards presented on parade, in addition to positive classroom behaviour incentives, through our Positive Behaviour school system. Strategies to bullying issues are addressed through our monthly PBS meetings and consequences for student’s behaviour are addressed through the use of One School referrals and staff meetings.
- Student and parent access to School Chaplain and Guidance Officer.
- Whole school community involvement in the Annual Country Fair and our 125th Celebrations.
- High level of parent participation in school curricula and extra-curricular activities.

Parent, student and teacher satisfaction with the school

The Benaraby State School satisfaction data is high. Parents are satisfied that their child is receiving a quality education at the school and the students are also satisfied with the education that they are receiving from the teachers. The staff morale at the school is above average, as we continue to foster a happy, caring, positive school environment where everyone is welcome and their needs addressed.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

Parents are very much a part of the education of their children at Benaraby State School as evidenced by:

- Large numbers of parents regularly attending the weekly parade and award-giving ceremony.
- Parents assisting with before-school reading.
- Very high levels of attendance at Parent Information Sessions which are held at the beginning of the school year.
- Very high levels of attendance at Parent-Teacher Interviews which are held at the end of term one and in term three, or by request.
- Large numbers of parents attending sports days, end of term unit days, concerts and performances (including travelling to Mackay for Wakakirri competition.)
- School and class newsletters keep parents informed of school and class events, curriculum and pedagogy. Additionally, parents are actively involved in operations of the school through:
  - Organising and running the Annual Country Fair – the school’s major fund-raising event.
  - Active participation in the Parents and Citizens Committee, Tuckshop Committee, 125th Committee and Fair Committee.
  - P&C Organising and/or supporting a range of social activities including a ‘Meet and Greet,’ school disco, awards night and break up day activities.
  - Parents are actively involved in coaching and refereeing sporting teams and competitions.

Reducing the school’s environmental footprint

Benaraby State School helped to reduce our ecological footprint by using scrap food around the school to feed our cleaner’s chickens, in conjunction with this, a recycling program was introduced. Staff and students are also encouraged to open windows and doors rather than using air conditioning and fans.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>48,995</td>
<td>245</td>
</tr>
<tr>
<td>2010</td>
<td>78,196</td>
<td>5,113</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-37%</td>
<td>-95%</td>
</tr>
</tbody>
</table>
Performance of our students

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>10</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>10</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Graph showing the number of teachers by qualification level (Doctorate, Masters, Bachelor degree, Diploma, Certificate).
Performance of our students

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $9275.

The major professional development initiatives are as follows:

- Support Teacher Learning Difficulties.
- ICT Pedagogical Certificate Training.
- Teaching Inferential Reading Skills Training.
- Top Level Reading Structure Training.
- Analysing Student Achievement Training.
- Workplace Health and Safety Representative Training.
- Positive School Behaviour Training.
- First Aid Training
- Numeracy Training.
- Music Teacher Professional Conference.
- Gifted Education.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked using the appropriate codes at the beginning of the school day and prior to the beginning of the afternoon session. Information collected is entered into One School.

Teachers are to alert the Principal or delegate when a student’s absence is unexplained for more than 3 consecutive days. The Principal or delegate then makes contact with the Parent in regards to the absence.

Absentee procedures and communication processes for parents to use are discussed during student enrolment and made public during the school year through newsletters.

When a student is absent or plans to be absent for more than 10 consecutive days the parent negotiates with the Principal to make an alteration to the student’s educational program.

The school implements procedures documented in Enforcement and Compulsory Schooling and Compulsory Participation should the school become aware of a student being absent for more than 10 days without a satisfactory reason.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the **My School** link above. You will then be taken to the **My School** website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The ‘Closing the Gap Education Strategy’ is the department’s overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Benaraby State School has had no Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance.

In addition, due to the no Indigenous students being enrolled in any other year level across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.